CHCEDS007 Work effectively with students and colleagues

Release: 1

CHCEDS007 Work effectively with students and colleagues

Modification History

Release	Comments
Release 1	This version was released in *CHC Community Services Training Package release 1.0* and meets the requirements of the New Standards for Training Packages.
	Significant changes to elements and performance criteria.
	New evidence requirements for assessment, including volume and frequency requirements.

Community Services and Health Industry Skills Council

Application

This unit describes the skills and knowledge required to effectively communicate with students and colleagues.

This unit applies to education support work in a variety of contexts and the work is to be undertaken with appropriate guidance, support and supervision by a nominated teacher or other education professional.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
1. Communicate effectively with students	1.1 Use positive and respectful communication styles with students in all situations
	1.2 Use active-listening techniques
	1.3 Explore students' interests and concerns through conversation where appropriate
	1.4 Consider non-verbal cues when interacting with students
	1.5 Use communication strategies that are developmentally appropriate for effective interaction and problem-solving with students
2. Use current, recognised good practice techniques of communication	2.1 Communicate with students to maintain the integrity of individual rights, self-determination and personal dignity
	2.2 Adapt style and language to accommodate different cultural values, practices and cultural sensitivities
	2.3 Use verbal and non-verbal skills to interact with young people in a positive manner

ELEMENT	PERFORMANCE CRITERIA
Elements define the essential outcomes.	*Performance criteria specify the level of performance needed to demonstrate achievement of the element.*
3. Work effectively with diverse students and colleagues	3.1 Use a range of communication styles to respect and reflect the diversity of the school
	3.2 Engage in work practices that are inclusive and benefit educational outcomes
	3.3 Seek and act on feedback from colleagues and supervisors to continuously improve personal effectiveness in working with diversity

Foundation Skills

The foundation skills described those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

No equivalent unit.

Links

Companion volumes are available from the CS&HISC website - http://www.cshisc.com.au/

Community Services and Health Industry Skills Council